

CORE 321 L01 B01

Communication Skills in Rehabilitation

Instructor:

E. Anne Hughson
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Office Hours/Policy on Answering Student Emails

Office hours: by appointment
Policy on answering student emails: Student emails will be answered in the week of receipt.

Emails: Please include CORE 321 L01 in subject heading

Answering students' questions:

- For email account or access difficulties, contact IT Support www.ucalgary.ca/it/
- For all course-related materials and questions, please contact the instructor at hughson@ucalgary.ca

Time and Location:

Lecture: Wed 1:00 PM to 2:50 PM.
Lab: Wed 3:00 PM to 3:50 PM.
Location: HS 1405B (Foothills Campus)

Online:

D2L Lecture notes and materials will be posted on D2L

Prerequisite/Co-Requisite:

Course Description:

A skills-based introduction to understanding and developing basic communication skills that facilitate helpful dialogue in interpersonal, counselling, guidance and community rehabilitation related contexts.

Overarching Theme

The course format is face to face; discussion-based, includes small group tutorial exercises to practice skills, additional readings provided on D2L. The introductory level course intends to build skills to help students understand, develop and apply specific communication skills needed to establish professional relationships in community settings. This includes a focus on

understanding and awareness of self and others to effectively communicate in diverse and inclusive human service contexts. Emphasis will be placed on the importance of language usage, active listening and empathy within a relational decision-making ethical framework to practically support and positively promote the experiences of disabled people.

Global Objectives

- Understand, develop and apply specific listening, helping and communication skills for establishing relationships
- Participation in communication activities as well as integrating feedback from class members, the course instructor, and personal reflections
- Actively participate in a cooperative and collaborative learning process
- Demonstrate professional and ethical conduct during skill acquisition sessions
- Understand the importance of communication skills in appreciating diversity and implementing inclusive practices in a human service context
- Explore and implement the role of interpersonal skills in the effective and competent delivery of inclusive helping services
- Understand the generative power of language and communication
- Demonstrate personal, professional and critical reflection of self, others, and society
- Identify key problems and/or challenges often experienced by users of services and establish practical strategies to address and support individual needs
- Promote and model active listening and other forms of interpersonal communications

Learning Objectives

By the end of this course, students will be able to:

- Analyze the effects of their communications on others, and through observational roles adopted in class, students will learn to distinguish facilitative and non-facilitative communications
- Understand and appreciate the importance of understanding the needs of diverse clients in order to practice effective and inclusive communication in various contexts, Through class discussions and personal reflection
- Will learn to identify and demonstrate basic communication skills for interpersonal interactions through participation in activities as listener, speaker and observer.
- Will develop the ability to demonstrate an acceptable level of knowledge regarding the purposes, attitudes, and skills needed for accurate two-way communication, through skill development sessions and personal reflections.
- Will demonstrate the ability to competently use effective interpersonal communication and helping skills in real world interactions through regular practice, personal reflective writing exercises, and a final video skills interview.

Required Textbooks

Harms, L. & Pierce, J. (2020) . 2nd Edition. *Working with people: Interviewing and Assessment Skills for Human Service and Social Work Practice*. Oxford University Press. Don Mills, Ont. Available as hard copy or an e-book through the University of Calgary Bookstore.

Additional course materials, readings, and handouts will be made available in class and/or will be posted on D2L. Reflective papers and video assignments using YouTube link, instructions available on D2L under course content, will be submitted in dropbox.

Recommended Textbooks/Readings

A Note regarding readings

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

In determining the overall grade in the course, the following weights will be used:

ASSIGNMENTS:

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| 1. Participation in weekly tutorials | 15% |
| 2. PRE READING Quiz (5)
(Weeks 2, 4, 9, 11, 13) | 10% |
| 3. Reflecting paper with 1 st video (Part A)
(Due: January 31, 2020) | 25% |
| 4. Reflective paper and 2 nd video (Part A+B)
(Due: April 3, 2020) | 25% |
| 5. In-Class Test (based on Lecture and Text) (Feb 26, 2020) | 25% |

There will be no final exam for this course

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course.

Details of Assignments

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|---|------------|
| 1. Complete Pre- Quiz (5) prior to class
Complete Weeks 2,4,9,11,13 | 10% |
| 2. Tutorial – Weekly Participation in Tutorials
Attendance taken weekly | 15% |

Learning Objective: Journaling of tutorial activities is an important habit and opportunity to write reflectively about practicing new skills and identifying learning goals. Focus on the natural communication skills you already bring to helping conversations and reflect on new information as you apply it in a safe setting; examine areas for personal development.

Instructions for reflective writing:

Focus your writing on the skills, level of awareness and habits you bring to helping conversations by identifying and differentiating those words, gestures, assumptions and language you use that facilitate or hinder interpersonal conversations. **Moderator Instructions:**

Moderator Instructions:

Weeks 1,2,4,5,8,9, Tutorials - In your assigned group you will be a moderator two times during the term. Complete and submit moderator template at the end of your tutorials. Each tutorial in Weeks 1, 2,4,5,8,9, will have two moderators (½ hour each). Topics will be assigned for each tutorial.

Submit Moderator FORM at the end of the tutorial to the Instructor and follow **Moderator Instructions** provided.

Weeks 10 & 11 Tutorials – skill based sessions; Role play scenarios will be provided. Each student will take the roles of observer, listener and speaker. Create triads (three people in each sub group) and rotate roles so that each person can practice each role.

Submit Observer Form and return to Instructor at the end of the tutorial.

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| 3. Individual Reflection Assignment with 1 st video submission (Part A) | 25% | Due: January 31, 2020 |
| 4. Individual Reflection assignment with 2 nd video submission (Part B) | 25% | Due: April 3, 2020 |

NOTE: Part A paper must be included in the body of the final reflective paper Part B. In total your final reflective writing assignment will be 4-6 pages (double spaced) in length and submitted April 3, 2020.

What is a reflective writing assignment?

A reflection paper is a means of recording ideas, personal thoughts and experiences, as well as reflections and insights into your own learning experience. Reflective assignments help you to actively engage with the course material, to critically analyze your current knowledge base and skills, personal beliefs and values with new incoming information and experiences. A self reflection assignment is a tool to help review and consolidate learning, to evaluate performance, to plan future learning based on past learning experiences.

Reflection papers are meant to engage you in becoming aware of and critically analyzing attitudes, beliefs, behavior and feelings which impact your communication as a professional in human services.

Part A : How does a reflective paper Part A relate to CORE 321 course objectives and first 5 chapters of the text?

As you learn about the theoretical knowledge, use of self, empathy, professional ethics, diversity and anti-oppressive practices that can facilitate effective communication, self-reflective writing will help integrate the course information into your personal communication style and identify your strengths, weaknesses and possible strategies for enhanced learning.

The reflection paper should include discussion on how your social location (race, culture, gender, ability, education, class, etc.) influence your communication process.

Part A. Reflective writing instructions:

Please write a 2-3 page self assessment of your current communication skills and your current feelings about becoming a human service worker. This is an in-class writing assignment with 1st video link to be submitted to the drop box **on Jan. 31, 2020 at midnight**

Some questions to consider:

- 1) Comment on your current listening skills and discuss current use of eye contact, body language, and ability to express your ideas clearly.
- 2) Discuss your understanding of empathy, your worldview and personal style of communication.
- 3) Discuss your level of comfort with emotions. Discuss how well you can interpret, understand act and discuss your own emotions, and how well you can interpret, understand and respond to the emotions of others.
- 4) What attitudes, values and beliefs do you have that will impact your role as a human service worker?
- 5) What appeals to you and/or what concerns/ worries do you have about taking on a professional working relationship with disabled people?

Write a 2-3 page (double spaced) reflective paper (Part A) amnd include link to the 1st video on Youtube to be submitted in drop box (D2L) on **Jan. 31, 2020 by midnight.**

Your 1st video assignment should:

- Demonstrate a short session of engagement, structuring and responsive skills on video with a partner from your small group during the Tutorial Week 3.
- Your video should be approximately 10 minutes in length (no more than 15 mins maximum) and demonstrate your 'best' initial skills in establishing a working relationship with the partner (variety, intentionality, genuineness, empathy, etc.). Pick an actual experience you wish to discuss (eg how's it going at university, how's your work life balance, etc)
- Upload your video to YouTube. Instructions on how to upload a video to YouTube is under course content in D2L.

- The instructor will not accept any other form of video submission as this is the most private and safe method.
- Ensure the privacy settings are set to **PRIVATE**. Instructions on how to set privacy settings on YouTube can be found in Course Content on D2L.
- Submit the video link IN the reflective paper Part A
 Highlighting the following in your critical reflection paper
 - a) framing of questions
 - b) use of active listening in establishing the story
 - c) ability to paraphrase and summarize.
 - d) ability to close the session
 - e) overall evaluation of skills on a 3-point scale:
 - 1 - Used awkwardly
 - 2 - Used competently but inflexibly
 - 3 - Used competently and flexibly

Part B: How does a reflective paper Part B and 2nd video relate to overall CORE 321 course objectives?

Part B paper is a reflection of your previous paper and both videos asking you to assess your skill development over the the course. Please include a copy of Part A in the body of the final paper, reflecting on your previous discussion in answering the question: "**What have I learned so far about myself in relation to my communication skills and my role as a professional in human services**".

2nd Video with same partner – follow guidelines from Part A assignment (see above). Choose another experience similar to previous interaction from the 1st video.

Your paper and review of the 1st and 2nd video should discuss three key pieces of learning relating to your skills, values and knowledge about professional communication skills.

The final paper (Part A & Part B) will be about 4-6 pages (double spaced) and **submitted April 3, 2020**. The marks will be based on critical reflection of your learning and resulting analyses of the effectiveness of your communication style. Linking the themes from Part A paper will be considered essential to integrating final reflections about your role and communication skills as a professional human service worker.

Some questions to consider:

- 1) What was the most relevant observation or learning about your communication skills from the term?
- 2) What feelings do you have about your learning?
- 3) How does this new learning fit with your previous knowledge of effective communication?
- 4) Outline one or two ways to further your professional development given this new learning.

5. Mid-term test (In-class – open book)

25%

In-Class TEST Date: Feb. 26, 2020

****Note:** This course requires regular attendance and participation in order to achieve successful outcomes. The more you practice and **video yourself throughout the course**, the more likely you are to be successful in this final assignment

***There is no Registrar-scheduled final exam.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2019-20 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

Late assignments will not be accepted and will automatically receive a mark of zero. Students who miss an in-class assessment will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.

*For CORE 321, **extensions will NOT be granted** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are **NOT** acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).*

Brightspace by Desire2Learn (D2L):

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

Attendance

All students will experience greater success in gaining new communication skills if they attend all lectures and participate in the weekly tutorials. **Participation in weekly tutorials will be graded.**

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. Research studies have found that inappropriate student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disrespectful to the lecturer. The use of laptops and other electronic note-taking devices is permitted; however, their use in the classroom should be for course-related work/note-taking only. Please do **NOT to surf the web, check email or do other unrelated work.** Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave.

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams, etc.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course ***at the same time*** may be allowed under fair dealing.

Academic Accommodations Based on Disability or Medical Condition

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and**

plagiarism, will be reported to the Associate Dean for investigation; infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see

<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit

<http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The exam dates are firm and will not be altered.

This introductory course in teaching effective communication is designed to develop greater personal awareness and basic communication skills that facilitate inter-personal and professional working relationships in human services and related contexts.

Students will participate in a weekly lecture and discussion session followed by applied skill development practice in small group tutorials.

Week	Date	Lecture	Readings/Assignments/Due Dates
1	Jan 15	Introduction; course assignments; self and group work process guidelines; lab orientation; Working towards change, Understanding communication and Change	Chapter 1 & 2
2	Jan 22	Diversity in Communication; Preparing for practice	Pre Reading Quiz 1 (Chap 1-4) To be completed on D2L before 1:00pm today Chapter 3 & 4
3	Jan 29	Sustaining yourself in practice	Chapter 5 Part A prepare reflective paper and make 1st video during tutorial and submit Jan.31, 2020 by midnight in Dropbox
4	Feb 5	Establishing good Working Relationships	Pre Reading Quiz 2 (Chap 5-6) To be completed on D2L before 1:00pm today Chapter 6
5	Feb 12	Establishing the story	Chapter 7
6	Feb 19	Reading Week – No Class	No class

7	Feb 26	Mid Term Test – in class, open book	IN class paper Test - Inclusive of content in chapters 1-7
8	Mar 4	Paraphrasing and summarizing	Chapter 8
9	Mar 11	Forming an Assessment - Setting the agenda; Assessing Risk Situations	Pre Reading Quiz 3 (Chap 8-10) To be completed on D2L before 1:00pm today Chapter 9-10
10	Mar 18	Task centered and crisis interventions skills; Psychodynamic and cognitive behavioral skills	Chapter 11 & 12
11	Mar 25	Narrative and solution-focus skills	Pre Reading Quiz 4 (Chap 11-13) To be completed on D2L before 1:00pm today Chapter 13
12	April 1	Feminist and Critical theory skills	Chapter 14 Part B prepare paper and video during tutorial. Final paper(Part A + Part B) with videos; submitted by April 3, 2020 midnight in Dropbox
13	Apr 8	Attend Annual Connector Event HRIC Atrium	Pre Reading Quiz 5 (Chap 14-15) To be completed on D2L before 1:00pm today
14	Apr 15	Bringing it all together – overview of communication competencies. Finishing the work with ‘clients’	Chapter 15